

GOALS OF THE DMD CURRICULUM REVISION

From Curriculum Revision Steering Committee Report to Curriculum Committee May 13, 2013.

#	Ranked Curriculum Revision Goal	Stars
2	Exposure of students to earlier clinical experiences.	23
1	Incorporate more evidence-based and case-based learning methods throughout the curriculum to promote critical thinking and to further integrate the biomedical, oral clinical and behavioral sciences, including aspects of cultural diversity and in providing a humanistic care environment.	18
3	Decrease student passive learning by incorporating principles of adult learning, promote group collaborative interactions and provide more time during daily scheduled hours for students to explore additional areas of inquiry through research, clinical electives, tracks in advanced education and combined degree programs.	16
8	Make recommendations for associated faculty development to acquire skills to better utilize existing and new technologies and alternative teaching methods to enhance active learning.	10
4	Evaluate our current methods of assessment throughout the curriculum to enhance emphasis on: a) learning and retention of knowledge b) comprehensive patient care c) professionalism and ethics	9
7	Increase authentic interprofessional education into the curriculum.	2
6	Look into ways to enhance clinical rotations for a more direct student involvement in diagnosis, treatment planning, delivery and evaluation of patient care.	1
5	Assess components of the APGD clinic that contribute to higher student engagement and productivity for implementation into student clinics.	0

WIC - ANP • OMFS-SOS Clinic

locations
contact names
times of year.

DRAFT 4/29/14 Lead Staff

Interprofessional Clinical Experience

elective

Frontline - video healthcare system
Dental home - video info on modes of interpro H/C delivery

Goal: Provide students an experience to observe and work with other professions to better understand and appreciate different professional roles and responsibilities, and to recognize opportunities to engage in interprofessional collaborative practice to improve a patient's care. This experience may serve as a course for 1 (16 contact hours total estimate) credit or be integrated into existing clinical rotations with a professional program.

General Structure: Students will spend a minimum of 12 hours over a semester /rotation block period in clinical settings observing and working with designated professions other than their own. Students should work with at least two different professions (i.e., one half day with one profession and the other half days with a different profession). Involved professions may include: audiology, dentistry, health administration medicine, nursing (nurse practitioner), pharmacy, physical therapy, physician assistant, podiatry, and occupational therapy. Specific learning objectives are associated with each profession with whom the learner works. A menu of different clinical sites and professions will be available for students.

3 1/2 hr day
4 hr clinic
4 hr clinic
1 hr
2 hr mod
2 hr mod
1 hr

Students will complete 2 on-line modules within the experience. The first module will introduce them to the educational requirements and scope of practice of multiple health professionals. The second module, will serve as a concluding module for completion at the end of the experience. It will include information and readings about different healthcare models and a case scenario for students to apply their knowledge.

prompts - 2
reflection paper

During the experience, students will be expected to:

- observe patient care, including patient interviewing and history taking, discussion of diagnosis and treatment
- engage in history-taking with some patients
- present the patient case to the faculty member/preceptor
- complete two modules: 1) Health Professionals Roles and Responsibilities, and 2) Models of Interprofessional Healthcare Delivery

Student Evaluation:

Students are required to:

- 1) Answer two short prompts on an electronic discussion board:
 - a. What was one new thing you learned about a profession other than your own?
 - b. Describe the value of interprofessional collaboration in your future clinical practice?
- 2) Complete a short quiz for each module (part of 2 hours)

Interprofessional Collaboration Objectives:

- 1) Identify the contributions of professions other than one's own in the care of patients.
- 2) Appreciate the contributions of multiple professions to improving patient care.
- 3) Communicate with other professions about patient care needs.

- 4) Engage in joint decision-making and/or problem-solving with other professions to address patient care needs.

Objectives for student from any profession to attain during the observation and work with profession from the designated field (i.e, what will they learn about that field).

Dentistry:

- 1) Conduct a pretreatment dental risk assessment history.
- 2) Conduct an appropriate oral exam.
- 3) Recognize oral health signs and symptoms pertinent to systemic diseases (diabetes, cancer, etc.).
- 4) Identify oral health preventive measures
- 5) Synthesize primary patient concern within context of other professions. (HAVE THIS BE FOR ALL PROFESSIONS)

Medicine:

- 1) Participate in a patient history based on a patient's concern.
- 2) Participate in a physical exam based on a patient's concern.
- 3) Participate within medical team in development of patient's treatment plan.
- 4) Synthesize primary patient concern within context of other professions.

Nursing

- 1) Identify scope of practice of nurse practitioners and their role in the provision of health care.
- 2) Identify functional health status (independence in personal care, mobility, role and social activities) as an important outcome of patient care.
- 3) Synthesize primary patient concern within context of other professions.

Pharmacy

- 1) Define the components of comprehensive medication management (CMM).
- 2) Identify examples of common drug-related problems encountered in clinical practice.
- 3) Participate in a medication history interview of a patient.
- 4) Identify when referral to a pharmacist is recommended to optimize patient care.
- 5) Synthesize primary patient concern within context of other professions.

Physician Assistant

- 1) Participate in a patient history based on a patient's concern.
- 2) Participate in a physical exam based on a patient's concern.
- 3) Participate within medical team in development of patient's treatment plan.
- 4) Synthesize primary patient concern within context of other professions.

DRAFT 4/29/14

- 5) Communicate and work effectively with other members of the health care team and the patient's family

BELOW HERE HAS NOT BEEN DISCUSSED

Physical Therapy

- 1) Describe the role of physical therapy in wound care.
- 2) Describe the physical therapy assessment approach.
- 3) Describe treatment techniques used in physical therapy for common conditions

Podiatry

- 1) Identify when referral to podiatry for common foot issues is needed.
- 2)

Occupational Therapy

- 1) Describe the occupational therapy assessment approach in patient care.
- 2) Describe treatment techniques used in occupational therapy for common conditions.

Curriculum Committee Tentative Meeting Times 2014-2015 : Thursday, 5:15-6:30pm

1st and 3rd Thursdays

July 10, 17 (Summer break June 30-July 4 / Mock site visit July 23-24)

Aug. 7, 21 (Semester break / 1DN orientation Aug. 25-29)

Sept. 4, 18 (Labor Day – Sept. 1 / Classes begin – Sept. 2)

*Oct. 2, 16 or 23 (Homecoming – Oct. 17)

Nov. 6, 20 (Veteran’s Day – Nov. 11 / Thanksgiving Holidays – Nov. 26-28)

Dec. 4, 18 (Classes end – Dec. 19 / Semester break – Dec. 22 – Jan. 2)

Jan. 8, 22 (Classes begin – Jan. 5 / MLK day – Jan. 19)

*Feb. 5, 19 or 26 (Clinical Exam II – Feb. 19-20 / Site visit – 10-12)

*Mar. 12, 19 or 26 (ADEA – Mar. 7-10 / AADR – 11-14 / Spring break – Mar. 2-6)

Apr. 2, 16 (semester ends Apr. 24 / Semester break – Apr. 27 – May 1)

May 7, 21

June 4, 18

*needs revision

**University of Florida College of Dentistry
Educational Mission, Philosophy and
Curriculum Management Process**

Approved by Curriculum Committee, March 2009

Approved by the Executive Advisory Board, March 2009

Updated by the Curriculum Committee, December 15, 2011

May 2014

EDUCATIONAL MISSION

The educational mission of the College of Dentistry is to graduate a scientifically knowledgeable, biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can function effectively as a member of the nation's health care delivery system. Our graduates must be competent in the prevention, diagnosis and care of patients with oral-facial conditions that affect overall health and patient well-being. A competent practitioner is one who is able to begin independent, unsupervised dental practice.

EDUCATIONAL PHILOSOPHY

The College of Dentistry is committed to the development of the competent graduate in the art, science and practice of general dentistry. The foundation of our educational philosophy is the nurturing of a humanistic environment honoring the values of integrity, honesty, respect, fairness, cooperation and professionalism. In this environment, it is critical that faculty and staff develop, integrate, and facilitate effective and active learning among the students. These collaborative efforts must result in graduates who possess and demonstrate knowledge and skills in the cognitive, psychomotor, and affective domains.

COMMITTEE RESPONSIBILITY

The Curriculum Committee is responsible for overseeing and managing the four year (eleven semesters) DMD curriculum. The committee ensures that the curriculum is consistent with the Commission on Dental Accreditation Standards and College's educational mission and philosophy. These responsibilities confirm that the content is current (evidence-based) and that teaching methods are based on sound educational principles, and that evaluation activities are ongoing and include a variety of assessment methodologies. The committee strives to maintain adequate hours of instruction by minimizing unnecessary redundant material among departments, incorporates emerging information and ensures that students receive sufficient exposure to the curriculum material and clinical skills so that they retain the necessary knowledge, attitudes and skills to become competent dentists. The Committee's activities and recommendations are reported in monthly meeting minutes, posted on the College's website, and reviewed by the Dean and the College's Faculty Advisory Board before implementation.

CURRICULUM MANAGEMENT PROCESS

The Curriculum Committee uses the following review and evaluation methodology to guide curriculum direction and decision-making.

1. **Annual Review of the UFCD Competencies for the New Dental Graduate Document** with cross reference to the following UFCD outcome measures.

2. **Annual Review of UFCD Outcomes Processes & Measures**
The Curriculum Committee annually reviews the following assessments:

a) Internal Assessments Semester Assessment Methods and Course Grade Distributions

b) DEN 7961: Clinical Examination I

c) DEN 8960: Clinical Examination 2

a) DEN 8768L: Oral Diagnosis/Medicine & Treatment Planning 3

- 1) Senior Exit Survey
- 2) Senior Student Self-Assessment of Confidence in the UFCD Competencies
- 3) Alumni Survey (every 4 years)
- 4) Department Chairs certification of clinical competency

b) External assessments:

- 1) Student performance on NBDE Parts I and II
- 2) Self-Reported failures on the Florida License Examination
- 3) ADEA Senior Survey

3. **Syllabi Review**

a) **For didactic and preclinical courses:**

The didactic and preclinical course syllabi are evaluated by the:

- 1) Curriculum Committee - a one semester focus on a three year cycle according to Table 1. The criteria used for this review is found in Appendix A.

**Table 1 - Curriculum Committee Syllabi Review
2014-2017**

	Spring 2017 ₃	Sum 2017 ₃	Fall 2017 ₃	Spring 2014	Sum 2014	Fall 2014	Spring 2015 ₄	Sum 2015 ₄	Fall 2015 ₄	Spring 2016 ₂	Sum 2016 ₂	Fall 2016 ₂
Evaluate	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	

- 2) Office of Education-(multiple semester focus completed on an annual cycle according to Table 2.

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**Table 2 - Office of Education Curriculum Review
2011-2014**

	Spring 2017 ³	Sum 2017 ³	Fall 2017 ³	Spring 2014	Sum 2014	Fall 2014	Spring 2015 ⁴	Sum 2015 ⁴	Fall 2015 ⁴	Spring 2016 ²	Sum 2016 ²	Fall 2016 ²
Plan	S3	S4	S5	S6	S7	S8	S9	S10	S11		S1	S2
Implement	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10
Evaluate	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9
Revise, Re- Implement	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11	3,6,9	1,4, 7,10	2,5, 8,11

Plan = Draft schedules, meet with Course Directors, review previous course evaluations and curriculum committee recommendations.

Implement = Enroll students and support ongoing courses

Evaluate = Course evaluations, semester and course debriefings as required are used to identify any revision recommendations.

Revise = Plans with areas identified for revision are reviewed by the Curriculum Committee and applied at next course offering

b) For clinical courses:

The clinical curriculum is reviewed every year with the updating and publication of a new *Clinical Courses Syllabi* distributed to each class upon entry into patient care. In addition, Department chairs and clinic course directors along with the Curriculum Committee review the following information ~~during the 2012-2013 academic year and include summary recommendations in its monthly meeting minutes:~~

1. Each department's goals and objectives in educating, evaluating and producing a clinically competent new general dentist.
2. Existing *Clinical Course Syllabi* for each discipline with emphasis on placement of clinical expectations and clinical competencies per semester.
3. Course competency process and outcomes including the:
 - location of the prerequisite preclinical skill objectives,
 - competency evaluation data collection in AxiUm
 - process for certifying competency, and
 - first attempt pass rate and completion dates for the clinical competencies
 - adequate patient experiences for students to achieve stated competencies
4. Identification of strengths and weaknesses in the current clinical education program.
5. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.

6. Recommendations for any changes in the Clinical Courses Syllabus or future clinical experiences/competencies.

Other factors considered in the evaluation process include the overall clock hours in that particular semester and related educational outcomes. In addition to committee-initiated reviews, departments may conduct their own curricular review and propose changes in their courses to the Curriculum Committee. Proposed changes in didactic and preclinical courses must be reviewed and approved by the Curriculum Committee before they can be implemented. Proposed changes in clinical courses must be approved by the Associate Dean of Clinical Affairs before they can be implemented.

4. Debriefings

Debriefings are organizational meetings that include faculty, students and administrators. The college conducts course, semester and stream debriefings. Course debriefings focus on a single courses strengths and weaknesses. Semester debriefings focus on all similar class level courses in a given semester. Stream debriefings focus on thematic sequences of courses throughout the curriculum. This range of debriefings provides details at both the micro curriculum and macro curriculum levels.

a. Course Debriefings

Course debriefings are conducted at the conclusion of a course with every new course director, or by request of the Department Chair, Course Director or student class president. Course debriefings are also arranged if a course evaluation is below 3.0 and as part of the overall Curriculum Management Plan. Recommendations from the debriefing are forwarded to Course Director/Department for course revision needs or to the Curriculum Committee for administrative needs.

b. Semester Debriefings

A semester debriefing is scheduled on the following two year cycle.

Semester 1 <i>Spring 20162</i>	Semester 3 <i>Fall 20162</i>	Semester 5 <i>Summer 20173</i>	Semester 1 <i>Spring 2014</i>	Semester 3 <i>Fall 2014</i>	Semester 5 <i>Summer 2015</i>
Semester 2 <i>Summer 20162</i>	Semester 4 <i>Spring 20173</i>	Semester 6 <i>Fall 20173</i>	Semester 2 <i>Summer 2014</i>	Semester 4 <i>Spring 2015</i>	Semester 6 <i>Fall 2015</i>

The debriefing consists of Course Directors, Contributing Faculty, Department Chairs, Students, Associate Dean for Education and the Director of Curriculum and Instruction. Semester debriefings allow for review of the entire semester curriculum. Recommendations are directed to the Curriculum Committee for administrative needs and/or the Course Director for course revision needs.

c. Stream Debriefings

Stream debriefings are scheduled according to the following flowchart.

Stream 1	Structure, Function of Body Systems	Spring 2012	Spring 2015
Stream 2	Developmental Biology, Diagnostic and Therapeutic Sciences	Fall 2012	Fall 2015
Stream 3	Principles of Professionalism and Oral Health Management	Spring 2013	Spring 2016
Stream 4	Foundations of Psychomotor Skills	Fall 2013	Fall 2016
Stream 5	Comprehensive Patient Care-Clinical Practice	Spring 2014	Spring 2017
Stream 6	Block Patient Care-Rotations	Fall 2014	Fall 2017

TEAM program to be evaluated yearly.

A workgroup of the Curriculum Committee will schedule and design the agenda for the stream debriefings. Members who attend the stream debriefings consist of course directors, department chairs, students and administrators. Recommendations are forwarded to the Curriculum Committee.

Comment [%1]: Currently suspended for Curriculum Revision

4. Student Evaluation of Courses

Course (core and elective courses) evaluations are conducted on-line at the end of each semester. Course evaluations are reviewed by the Course Director, Department Chairs and the Curriculum Committee. Courses scoring below 3.0 (on a 5.0 scale) are scheduled for a Course Debriefing. Debriefing summaries are reviewed by the Curriculum Committee. Improvements in course administration are then recommended to the Department Chair and Course Director.

5. Student Evaluation of Faculty Instruction

Faculty evaluations are conducted on-line at the end of each semester. Faculty evaluations are reviewed by Department Chairs. Department Chairs meet with faculty who have low scores to design a faculty development plan.

6. Supporting Processes

a. Faculty Development

Faculty development opportunities that assist faculty in developing evidenced-based teaching methods to support the educational mission are conducted by the UFCD Faculty Development Committee, The UFCD Office of Education and the HSC Training Center. This information can be located on the [UFCD Intranet/Faculty Development Resources](#).

b. Peer Evaluation of Teaching

The process for UFCD Peer Evaluation of Teaching is determined by individual departments. The Office of Faculty Affairs has posted templates if a department has not specified a process or form. Peer observation of teaching practices provide an outcome measure of teaching quality to the faculty member and the department which can be used to improve or confirm evidence-based teaching practices. This information can be located on the [Office of Faculty Affairs/Faculty Resources](#).

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number _____ Course title: _____

Faculty reviewer: _____ Date _____

Criteria	Yes	No
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>		
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p><u>How many hours has the course decreased scheduled lecture hours in the past three years?</u></p> <p>Comments:</p>		
<p>Course Content:</p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p>		

<p>Methods of Evaluation Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments:</p>		
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>		
<p>Readings and Assignments: Are course readings and assignments thorough and appropriate? <u>Do course assignments reflect self-regulated practice?</u> Comments:</p>		
<p>Criteria</p>	<p>Yes</p>	<p>No</p>
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>		
<p>Credit Hours Does credit assignment for the course reflect the hours scheduled for the course? <u>Does credit assignment for the course reflect hours of assigned preparation beyond the class hours for the course?</u> Does the credit assignment for the course reflect appropriate weight within the curriculum? Comments:</p>		

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Summary: Strengths of the course

Summary: Weaknesses of the course

Recommendations (continue on separate sheet, if necessary)

**Curriculum Management Review Assignment
Semester 4**

May 2014

Curriculum Committee Member	Course
Dr. Cooper Dr. Bhattacharyya Dr. Culp S/D H. Freymiller	DEN6251 Science and Clinical Management of Dental Pain DEN6302C Introduction to Clinical Diagnosis and Treatment Planning DEN6421C Periodontic Treatment Planning and Disease Control
Dr. Lense Dr. Clark Dr. Stewart S/D M. Yanes	DEN6351 Oral Pathology DEN6412C Preclinical Fixed Prosthodontics I
Dr. Harrison Dr. El-Kerdani Dr. Rey S/D N. Isaacs	DEN6408C Preclinical Operative Dentistry III DEN6430C Principles of Endodontics

E. Bushhousen To review all texts and literature in courses for suggestions of emerging information received

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus for a course is a written record of the instructor's plan for the organization and management of the course, and his or her expectations of the students. The UF Policy on Course Syllabi outlines the information that must appear in all course syllabi, independent of course level or discipline. Instructional faculty are expected to post their course syllabi to a student accessible website and submit copies of course syllabi to the departmental office to document compliance with this policy.

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

Class of 2014
Comparison of Student Bench Top Outcomes on Mock Board
and North East Regional Board of Dental Examiners (NERB)-Florida Board

DEN 8960L: Clinical Examination 2 (Mock Board Examination) Part I
October 2013

Why do we not have a diagnostic skills exam as part of DEN 8960?

Endodontic Summary Class of	# Students	Passed	Failed	Passed 1 st Remediation	Passed 2 nd Remediation
2009	82				
2010	81				
2011	81				
2012	84				
2013	80				
2014	81	33	48*	48	

Total of 48 failures.

- 2 students failed #8 only.
- 40 students failed #14 only. *See note below
- 5 students failed both #8 and #14.
- 2 students who have a "0" for access on anterior started on the wrong teeth and were allowed to remediate during the mock board session. They successfully remediated #8, but have a fail grade for #14.

*Administrative Note: This was the first year we used the Accidental model and the primary issue was the access opening on tooth #14. Many of our students failed the mock board and this was not a problem previously with the other model for the access prep. The Accidental molar is much more constricted at the cervical portion than the previous model which resulted in the student's poor performance on the mock board.

Endodontics allowed the students to **retake** the exam after a one on one practice session. Only students who fail again would need to remediate.

All students remediated by December 12, 2013

Prosthodontic Summary Class of	# Students	Passed	Failed	Passed 1 st Remediation	Passed 2-3 rd Remediation	Not taken
2009	82	N/A	N/A	N/A		
2010	81	52	29	N/A		
2011	81	60	21	18	3	
2012	84	25	59	49	10	
2013	80	71	9	7	1	
2014	81	56	25	19	6	

Prosthodontics

Total of 25 failures

- 11 students have failed all preparations
- 6 students have failed the anterior crown preparation (# 9)
- 8 students have failed the bridge preparation (#3 to #5)

Remediation summary-3/22/14

- 19 students have passed the 1st remediation
- 1 student passed the 2nd remediation
- 2 students need to remediate for the 3rd time
- 3 students need to remediate for the 2nd time

Remediation summary-3/28/14

- 4 students have passed the remediation and have completed the prosthodontics portion of the examination.
- 1 Student has failed the 3-unit bridge preparation examination and has to remediate.

Remediation summary-4/22/14

- Remaining student passed the remediation.

DEN 8960L: Clinical Examination 2 (Mock Board Examination) Part II February 2013

Operative Dentistry Summary Class of	# Students	Passed	Failed	Passed 1st Remediation	Passed 2nd Remediation
2009	82				
2010	81				
2011	81				
2012	84				
2013	80				
2014	81				

Class II Prep-13 failed

Class II Rest-24 failed

Class II Composite-13 failed

Class III Prep-6 failed

Class III Rest-18 failed

Class III Composite-6 failed

Periodontology Summary Class of	# Students	Passed	Failed	Passed 1st Remediation	Passed 2nd Remediation
2009	82				
2010	81				
2011	81				
2012	84				
2013	80				
2014	81	72	9		

**North East Regional Board of Dental Examiners (NERB) Summary
Gainesville-December 2013**

Overall: 13 Students had failures (4 failed both Endo and Pros sections)

Endodontics

Total of 9 failures
5 had endo failures only

Prosthodontics

Total of 8 failures
4 has pros failures only

**North East Regional Board of Dental Examiners (NERB) Summary
Gainesville-February 2014**

11 students passed

2 students to retake in May 2014